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PEDAGOGICAL TECHNOLOGY OF THE FUTURE MASTERS OF ECONOMICS CROSS-CULTURAL TOLERANCE FORMATION

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ABSTRACT. The aim of the article is to reveal the essence of notion “pedagogical technology”; to determine its role in achievement of the planned results connected with the future masters of economics cross-cultural tolerance formation; to cover different approaches to understanding this problem; to give detailed description of the pedagogical technology of the future masters of economics cross-cultural tolerance formation that corresponds to the determined pedagogical objectives. The main stages of the pedagogical technology (motivational and goal-oriented, cognitive and transformative, value and reflexivity formation) at the micro- and macro-level were analyzed. The system of teaching tools with the detailed description of the methods, tasks and organizational forms at every stage of the pedagogical process of cross-cultural tolerance formation is given as well as additional tasks for the extended learning. The importance of the compliance with the suggested stages for the successful realization of the determined pedagogical goals is emphasized.

1. INTRODUCTION

The main tendency of the development of the society in modern multicultural world is the process of globalization. This process influences all aspects of life, broadens the borders, leads to close economic links and collaboration with foreign countries that should be built only on the basis of tolerant relationship with the representatives of other cultures. In connection with this fact, the system of higher education has to create conditions for the harmonious development of the personality as a member of society and future professional who could establish business-like cooperation with foreign partners, would have tolerant attitude to different opinions and cultural traditions. It is especially topical for the present moment when misunderstanding of other cultural traditions, intolerant attitude to them results in aggression and armed conflicts.

The problem of cross-cultural formation is important for the future masters of economics. It is connected with the fact that at present the success of the economists depends not only on an ability to analyze and control the course and the results of the economic activities, be able to complete innovative tasks in economic sphere, but also on tolerant attitude to national and cultural features of foreign partners, their views and traditions that helps to use all the potential of workforce. Economic benefit of such an idea was proved by the research of Professor of Public Finance and Social Policy Giacomo Corneo and Professor of Economics Olivier Jeanne [1].

For the successful realization of the task that is connected with the future masters of economics cross-cultural tolerance formation, it is necessary to develop pedagogical technology which is considered as the systemic method of the organization and implementation of the teaching and learning process having regard to the interaction between technological and human resources, the task of the pedagogical technology is to optimize educational process [2].

2. LITERATURE REVIEW

The development of the pedagogical technology of the future masters of economics cross-cultural tolerance formation was realized on the basis of the ideas that were represented in works by L.Vygotskiy (developmental education) [3], P.Galperin (the theory of phased formation of mental acts) [4], Sh. Amonoshvili (teaching and educational structures formation) [5], V. Shatalov (teaching systems) [6], V. Bibler (the dialogue of cultures) [7], G. Atanov [8], V. Bespalko [9], M. Klarin [10], G. Ksenzova [11], O. Pekhota [12], G. Selevko [13], N. Schurkova [14], K. Yaresko [15] etc. (different aspects of the improvement of pedagogical technologies).

3. RESULTS AND DISCUSSION

Notion “technology” (from Greek “techne” – art and “logos” – science, knowledge) came to pedagogy from the sphere of production, where it means the implementation of the manufacturing process by dividing it into successive interconnected operations and procedures to obtain a specific product [16]. The use of technology requires awareness of the ways and methods of implementation, optimal use of tools, materials etc. in the particular process as well as means of management and diagnostics of efficiency.

It is necessary to emphasize that there is no clear understanding of the content of the notion “technology” as to the teaching process. It can be seen in the variety of terminology used by the researchers: “teaching technology”, “educational technology”, “didactic technology” etc. In our research the notion “pedagogical technology” is used that is being developed on the basis of humanistic pedagogy and is oriented to the development of subjective potential of a teacher and a student.

The sense of the technological approach to the educational process is to make it completely manageable. It is determined in pedagogy that a set of tools and methods of the reproduction of theoretically grounded teaching and educational processes gives an opportunity to realize clearly defined pedagogical goals. The use of pedagogical technology requires appropriate scientific planning of didactic processes which describe the ways of learning activities; conditions in which these activities occurs (organizational forms of teaching); tools of the realization of educational activity [17].

The analysis of the scientific works by V. Bespalko [9], K. Yaresko [15] etc. as to the essence and functions of the pedagogical technology let us determine the following theoretical points that are important for the development of the technology of future masters of economics cross-cultural tolerance formation: pedagogical technology is developed with the purpose of the organization of the innovative process of teaching and management of students learning activity, that should ensure their continuing development; the realization of pedagogical technology involves mastering of the content and as the result the cultural experience of the mankind in certain sphere of its activity; pedagogical technology can be realized through the management of learning activity of the students by the teacher at the different levels (direct management, co-management, self-management), future masters of economics should move from direct influence by the teacher (direct management) through the co-management (together with the teacher) to the learning activity self-management, it helps personal development of the students and provides individualization of the teaching process. Thus the notion “pedagogical technology” should present the multidimensionality of teaching activity that requires its organization, management and communication of its participants; realization of the teaching as the multidimensional process needs to develop pedagogical system, planning of the ways and didactic tools of management as well as determining the forms of pedagogical communication.

In the presented research pedagogical technology is understood as a system of consecutive, interrelated activities of the teacher which are aimed at solving pedagogical problems and as a planned practical implementation of the pedagogical technology developed in advance, which is carried out according to the invariant stages of human activity. Scientifically grounded and practically tested pedagogical technology may guarantee achievement of the planned results and can be reproduced by every teacher.

Future masters of economics cross-cultural tolerance formation should be divided into several stages. Main stages of the formation of this professional quality include: motivational and goal-oriented; cognitive and transformative; value and reflection formation. It is important to emphasize that all the stages should be completed at a macro-level (pedagogical technology stages) and a micro-level (the stages of the lesson).

The main pedagogical goals of the technology of the future masters of economics formation are represented in table 1.

Table 1. Pedagogical goals of the technology of cross-cultural tolerance formation

Stages	Pedagogical goals
1. Motivational and goal-oriented	Positive motivation for studying teaching material; actualization of the available knowledge; determination of the common objectives connected with the acquisition of new knowledge, abilities and skills
2. Cognitive and transformative	Learning the peculiarities of tolerant attitude manifestation, the limits of tolerance; formation of the skills of collaboration with representatives of other cultures, use of acquired knowledge during collaboration, settlement of the conflicts on the basis of mutual respect
3. Value and reflexivity formation	Comparison and correction of the results; awareness of the cross-cultural tolerance importance for the future professional activity; developing the ways of further mastering this quality

Motivational and goal-oriented stage is connected with the orientation of the teacher and the students, determination of the common objectives, estimation of the level of available knowledge, abilities and skills as well as with motivation for the learning.

The main goal of this stage is to activate available knowledge; to determine common objectives for acquiring the necessary knowledge, abilities and skills; to form positive motivation for studying teaching material. In psychological and pedagogical literature the term “motivation” is defined as a process as a result of which any activity acquires certain personal meaning for the individual, arouses the interests of the person in it and transforms the objectives of the activity that were determined by the system of education or other circumstances into personal [18]. Thus motivation is the driving force which is responsible for the whole process of cognition, and the level of the development of any future professional quality depends on the motivation.

Since motivation is formed at this stage, much attention of the teacher and postgraduates should be paid to the estimation of the level of available knowledge, abilities, skills and value orientations of the future masters that should be regularly checked during the realization of the pedagogical technology. It is necessary for the correct selection of teaching material and construction of the entire pedagogical process.

Very important result of the motivational and goal-oriented stage is determination of the educational objectives that should be done together with the postgraduates. In this case students would have an opportunity to be a full participants and subjects of the pedagogical process that raises the level of responsibility and contributes to high motivation. There is direct management by the teacher at this stage of the pedagogical process of cross-cultural tolerance formation as he or she directs postgraduates in teaching materials.

In order to form the positive motivation of the future masters of economics for the studying teaching material, content, tools and organizational forms should be interesting and relevant to this category of students. Also it should be directly related to real professional life. Teaching material has to be selected according to the modern requirements for international professional activity and current issues that should be resolved.

The goals of the cognitive and transformative stage are connected with the study of the peculiarities of tolerant relations manifestation in professional activity; formation of the skills of cooperation with the representatives of other cultures; use of knowledge acquired during collaboration; settlement of the conflicts on the basis of mutual respect.

The peculiarity of this stage is not only acquiring new knowledge connected with the object of cognition but also transforming it. Future masters of economics learn to orientate in the content of the teaching material, ways of working with it, to use acquired knowledge and skills in practice. It allows students to study new objects of cognition and transform them, to select the best ways of acquiring new knowledge and creates the necessity for constant self-improvement.

During cognitive and transformative stage future masters of economics are offered information about the peculiarities of cross-cultural manifestation (linguistic aspect, psychological aspect), the place of this professional quality in modern economics (economic aspect), modern system of values (philosophic aspect), cultural features, traditions and values of the foreign countries (cultural aspect). Tasks that model problem situations that may arise during the professional activity and the ways of their solutions are performed at this stage. In order postgraduates not to substitute the notion of “tolerance” and “indifference” it is important to determine the limits of cross-cultural tolerance in professional activity. These limits are connected with universal values that regulate human relationship all over the world.

At this stage the transition from the direct management of the teacher to co-management takes place. It is possible due to the common activities such as interactive lectures, creative tasks, presentations and analysis of professional problems that arise between representatives of different cultures as well as discussions, debates, justification and planning that leads to independence and initiative of the future masters.

The last stage of the pedagogical process of cross-cultural tolerance formation is connected with value and reflexivity formation. The comparison of the results with the objectives determined at the beginning of the teaching process takes place. Reflexivity is a mental process aimed at analyzing, understanding and awareness of oneself (actions, behavior, speech, experience, feelings, states, abilities, character, own problems, attitude to others, relations with surrounding people etc.) [19].

Emotional and value attitude to the profession, environment and people is formed in the process of gaining experience of building professional relations on the basis of cross-cultural tolerance. Thus the main result of the study is the experience of building professional relationship based on mutual respect. It includes acquired knowledge connected with cross-cultural tolerance and its limits, cultural features, peculiarities and importance of tolerant attitude to traditions, customs and beliefs of the business partners.

The main assessment tools of acquired results are ongoing, intermediate and final assessment, questioning, observation and interview. It is important to emphasize that it is reasonable to give the postgraduate students an opportunity of self-assessment that makes it possible to realize the value of the acquired knowledge, abilities and skills, to analyze their activity and to form such important qualities as self-examination, self-control, and self-correction which mean a transition to full self-management.

Thus acquiring new knowledge, forming awareness of the importance of cross-cultural tolerance for the professional activity, skills of building business relations on the basis of mutual respect takes place at every stage of the pedagogical technology of cross-cultural tolerance formation.

Defined stages of the pedagogical technology, use of them at macro- and micro-level make it possible to develop a range of teaching tools that can be used in the process of cross-cultural tolerance formation according to the content and determined objectives of every stage.

Since the actualization of the available knowledge, orientation of the teachers and postgraduates, determination of the common objectives of the pedagogical process and formation of the positive motivation take place at the motivational and goal-oriented stage, it is necessary to offer such teaching materials that correspond to the interest of this group of students, stimulate the discussions of the situation and professional issues, expression of their opinions, their attitude to the problems of others etc. In addition to practical exercises use of interactive lectures, where future masters of economics can not only be passive listeners of the information that is given by the teachers but also be active participants of the teaching process; heuristic method and case study may be used as well.

The main types of tasks at the motivational and goal-oriented stage are the discussion of current state of global economy, reasons of the success of the leading countries, the universal values and foundations of the successful professional activity; determining important professional qualities, the place of the cross-cultural tolerance among them; considering professional conflicts between the representatives of different cultures.

Cognitive and transformative stage is characterized by acquiring new knowledge regarding cross-cultural tolerance, the features of its manifestation, experience in building professional relations based on cross-cultural tolerance; regulation of the conflicts on the basis of mutual respect. As the use of acquired knowledge and experience in practice while solving teaching tasks of professional nature takes place at this stage, besides interactive lectures it can be appropriate to use trainings (e.g. "Fundamentals of the Cross-cultural Cooperation"), seminars (the discussion of the human dignity, respect and mutual benefit in professional relations between the representatives of different cultures, the development of a formula of successful collaboration with foreign business partners in cross-cultural environment), participation in conferences, discussions and debates. Such organizational forms enable future masters of economics to use acquired knowledge, abilities and skills in practice. The main methods of cognitive and transformative stage are active, interactive, heuristic, explanative and illustrative.

The tasks of this stage include: defining the essence of cross-cultural tolerance (philosophical, cultural, psychological, economic and linguistic aspects), peculiarities of cross-cultural manifestation in the professional activity of economists, tolerant attitude to the foreigners in the process of professional activity; determining the limits of cross-cultural tolerance, the possible ways of defending professional interests; problem solving; developing the ways of conflict settlements.

The main tools that are used at every stage of pedagogical technology are literature, illustrations, video and audio equipment.

To illustrate developed technology a sample lesson on the importance of cross-cultural tolerance for the professional activity of the economist is given below.

1. Motivational and goal-oriented stage

The study of this topic starts from discussion of the question "What countries of the world are the most competitive and why?" Among the answers that can be heard are the USA, Japan, Germany, France and Switzerland. According to data of the analytical group of World Economic Forum the global competitiveness rankings is headed by Switzerland [20]. Also the USA, Finland, Singapore, Germany, Netherland, Sweden and other countries are among the leaders of this ranking. One of the reasons for such economic success of these countries are openness to cooperation with other countries, tolerant attitude to foreigners, a high level of adaptability to the views of partners that give these countries an opportunity to use the whole potential of the workforce. An additional condition that ensures the success of Switzerland in this ranking is a strategic geographical position of the country at the crossroads of major trade routes of Europe.

After postgraduate students express their views on the matter, they are offered the right answer in the form of video presentation. This type of task helps to activate the available knowledge connected with the economic rankings of the countries and foreign language, to arouse interest to the presented topic that motivates them to the formation of this quality and contributes to more effective mastering this information as viewing video presentations gives an opportunity to activate different channels of perception.

An additional topic of this stage of the lesson, which may be presented for discussion, is modern world tendencies of the society development. Among the answers of the postgraduate students are changing values, dehumanization against the background of the increasing role of human and business relations on the basis of mutual respect, globalization, integration etc. Another issue for the discussion at this stage is what professional qualities are necessary for successful cooperation with the representatives of other countries. Professional qualities that are most often referred to by future masters are responsibility, competence, communication skills, purposefulness etc.

In order to emphasize the important role of the cross-cultural tolerance for the economist professional activity, it is possible to suggest watching the commercial, where the importance of respect for the traditions of business partners, awareness of their cultural features is pointed [21]. Future masters of economics watch this video with great interest and take an active part in discussions. It is connected with the fact that the video corresponds to students interests, has informative character (introduces the traditions of different countries) and everything is presented in humorous way that meets the requirements for the selection of teaching material that should be taken according to the peculiarities of this age group. Also this material allows future masters of economics to make an independent conclusion about the necessity and importance of cross-cultural tolerance manifestation during cross-cultural interaction hence to increase the level of their motivation.

In addition the following issues can be discussed: what the policy of the shown company is based on, what contributes to the success, what distinguishes this bank from other global banks, what problems could have arisen if the main characters had not respected the traditions of their business partners etc.

2. Cognitive and transformative stage

Based on the fact that the process of acquiring new knowledge, acquaintance with the essence of cross-cultural tolerance takes place at this stage, it is offered to start this level from the question "What does it mean to be tolerant?" Answers that are given by the postgraduate students often do not correspond to the definition of cross-cultural tolerance (a moral quality of personality that includes an ability to respect, to realize and to accept the diversity of the world cultures, readiness for recognition and competence to cooperate with people who differ in appearance, language, beliefs, traditions, awareness of peculiarities and importance of tolerant attitude) [22]. For example, it can be heard that this quality is connected with responsibility and honesty. That proves that students are unaware of the essence of this concept as this answer is correct only partially. Responsibility means understanding of own actions and steps [23]. It involves self-improvement through the development of new skills but not necessarily involves cross-cultural tolerance, generosity, compassion, respect etc. It also concerns honesty that is not directly connected with the ability to be tolerant with the partners.

The next task of the cognitive and transformative stage is connected with determining the main qualities of tolerant personality. Students are divided into several groups of 4 people, they are asked to choose 5 moral qualities that correspond to cross-cultural tolerance among 9 offered: respectability, exactingness, honesty, uncompromising attitude, magnanimity, friendliness, responsibility, empathy, self-confidence. The most common qualities that are chosen by the students are respectability, responsibility, honesty, magnanimity and friendliness.

An additional task is the discussion of the question connected with determining the important component of cross-cultural tolerance among the qualities that were not mentioned in previous task.

The next stage is defining of the essence of cross-cultural tolerance. It is offered to give the definition of cross-cultural tolerance in the groups of 4 people (previously defined qualities of tolerant personality should be taken into consideration) and to discuss the importance of this professional quality for the professional activity of economist. It is necessary to pay attention to the minuses and pluses of the tolerant attitude. The group can be divided into two parts, one group determines pluses, and another one determines minuses. Among the negative consequences of the tolerant attitude are unwillingness to defend own business interests, indifference, prerogative position of foreign cultures in comparison with native one etc. Here it is possible to pay attention to the limits of cross-cultural tolerance and to ask students to prepare presentation as to the limits of the manifestation of this quality.

3. Value and reflexivity formation

This stage involves tasks where postgraduate students can use acquired knowledge, abilities and skills in practice and review them. For example, future masters of economics can be given the task to solve the real professional problem that was caused by intolerance of one of the business

partners. Before doing that task students should determine the conflict and analyze it. As an example situation it is possible to take the conflict which arose as a result of the fact that manager of the company did not take into account national features of doing business of the country where he or she was working. The manager was working on the basis of own national traditions. This task gives an opportunity not only to analyze what the problem is but also to predict the consequences and to offer possible ways of conflict settlement. The final task of this stage is role-play which allows students to determine the problem, its causes and to propose the ways of resolving it.

4. CONCLUSION

Thus the planning of the corresponding pedagogical technology helps successful realization of the determined pedagogical goals at every stage of the pedagogical process. Developed technology and proposed system of teaching tools, which correspond to the determined objectives, can be used in the process of the future masters of economics cross-cultural tolerance formation. This system gives an opportunity to select the teaching material that is appropriate for the certain group of postgraduate students depending on the level of available knowledge, abilities and skills. The efficiency of this technology is possible only on conditions that all the stages are completed. It will give an opportunity for the future masters of economics to gain the experience of building business relations on the basis of mutual respect and cross-cultural tolerance.

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